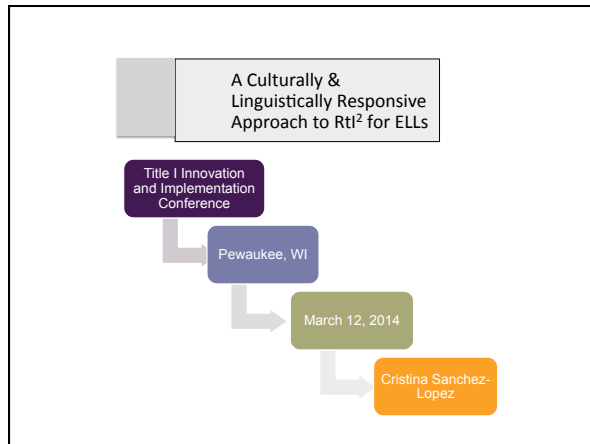


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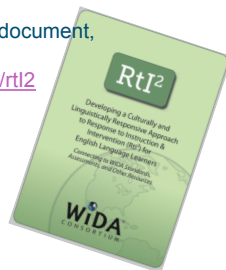
Learning Objectives

- Review the content, resources, and tools in WIDA's guide, *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for ELLs*
- Review and Discuss seven integral factors that impact ELLs' academic progress, linguistic development, and response to instruction and intervention
- View examples of how to incorporate WIDA resources into your RtI² framework
- Examine the WIDA RtI² Planning Form as a tool to support systems level change with regard to ELLs

2

WIDA* RtI² Document Overview

To download WIDA's RtI² document,
please visit:
<http://www.wida.us/rti2>



*World Class Instructional Design & Assessment

3

WIDA™ World-Class Instructional Design and Assessment

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Resources

Response to Instruction & Intervention (RtI²) for English Language Learners

WIDA's guide to RtI² presents a framework to assist educators in designing and implementing RfP systems that proactively support the instruction, intervention, and assessment of ELLs. The document specifically addresses seven factors to consider during the solution-seeking process that help explain ELLs' educational experience. It also provides information on how educators can use WIDA tools and resources to better understand ELLs' academic language development, as this will serve as a context for collecting and interpreting the data they use to make instructional and programmatic decisions within an RfP process.

Download [Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention \(RtI²\) for English Language Learners](#)

For individuals who are thinking about how to introduce the information in the above document and engage a team of educators in the solution-seeking process, the planning form below may offer some guidance for group planning and discussions.

Download the [Culturally and Linguistically Responsive RfP Planning Form](#)

RfP for ELLs Webinar

Presented by: Cristina Sanchez-Lopez and Laurie Donnell, the lead developers of the WIDA RfP for ELLs document

This interactive webinar presentation addresses considerations for the solution-seeking process to better understand ELLs' academic language development, as this will serve as a context for collecting and interpreting the data they use to make instructional and programmatic decisions within an RfP process. Viewers will learn how WIDA tools and resources can be used within an RfP framework through viewing real examples from school districts across the consortium.

View Webinar

www.wida.us/rti2

4

Sanchez-Lopez, C. 2014

page1

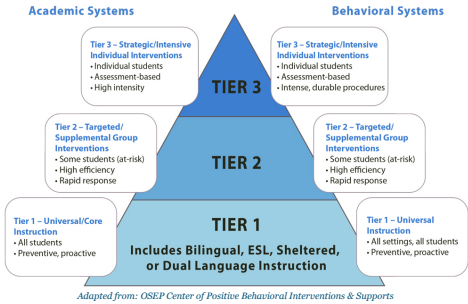
Introduction

- Response to instruction and intervention (“RtI²”)
- Solution-seeking vs. problem-solving terminology
- Professional development opportunities icon



5

Part 1: The RtI² Model



6

Part 2: The Seven Factors



Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)

7

Protocol for Gathering Data Along Seven Integral Factors	
Integral Factors	Examples of Data
Learning Environment Factors	
Academic Achievement & Instructional Factors	
Oral Language & Literacy Factors	
Personal & Family Factors	
Physical & Psychological Factors	
Previous Schooling Factors	
Cross-Cultural Factors	

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Reflection . . .

- What culturally and linguistically responsive data does your district/school already collect during the solution-seeking process?
- What additional data could your district/school collect?

9

WIDA Resources

W-APT, MODEL,
ACCESS, Alt.
ACCESS Scores

ELP & ELD
Standards

Model
Performance
Indicators (MPIs)

CAN DO
Descriptors &
Name Charts

Percentile
Growth Charts

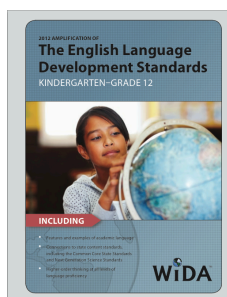
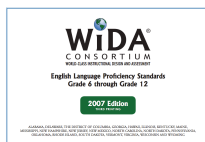
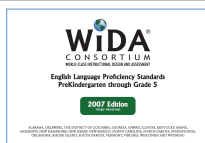
ACCESS for ELLs
Growth Reports

Writing &
Speaking Rubrics

RtI² Planning
Form

10

WIDA ELP & ELD Standards



11

MPIs – 3 Elements

Language Function

- Describes how students use language to demonstrate proficiency

Content Stem/ Example Topic

- Specifies context for language instruction
- Derived from state content standards

Support

- Sensory, graphic, or interactive resources
- Embedded in instruction & assessment
- Help students construct meaning from language & content

12

Sanchez-Lopez, C. 2014

page3

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CAN DO Descriptors



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify responses from first language in applicable situations Match illustrated words/phrases in differing contexts (e.g., see the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from short read text Find changes in text within context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Close a star in the sky") 	<ul style="list-style-type: none"> Integrate information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after" - fairy tale) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagrams) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text as in text grade level
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer end questions with single words 	<ul style="list-style-type: none"> Make lists from labels or word banks Complete/produce sentences from word phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative) presented from literature/content Describe events, people, processes, procedures Explain strategies to use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approximating grade-level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level notes or reports

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria: 1) linguistic complexity; 2) vocabulary range; and 3) language control to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

13

CAN DO Name Charts



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high-frequency vocabulary Repeat words about phonetic structure Answer when WH questions (e.g., "who," "what," "where," "when," "how") with names or personal experience 	<ul style="list-style-type: none"> Carry content through high-frequency words and phrases Use high-level ideas of descriptive comparison Describe situations from needed resources Describe features and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple means Describe/compare time and space Give brief and content-based presentations Use opinion Connect ideas to discourse using sequencing (e.g., "first," "then," "next") Use different regions, time, and events of time Communicate in social situations with some supporting details (e.g., self-identified) 	<ul style="list-style-type: none"> Develop and summarize ideas presented orally Express opinions Explain narratives Explain and compare content-based concepts Connect ideas with supporting details/analysis Substantiate opinions with names and evidence 	<ul style="list-style-type: none"> Define a point of view and give reasons Use and explain sequencing and details Communicate with focus on social and academic contexts Navigate meaning to group discourse Define and give examples of abstract, content-based ideas (e.g., democracy, justice) 	<ul style="list-style-type: none"> Write in grade-level speaking expectations below
WRITING						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria: 1) linguistic complexity; 2) vocabulary range; and 3) language control to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

14

Percentile Growth Charts

WIDA FOCUS ON Growth

In This Issue

Growth on ACCESS for ELLs®

STATUS & GROWTH

ACCESS for ELLs® is a measure of English language proficiency for students who are limited English proficient (LEP). It is used to determine if students are making progress in learning English and to identify students who may need additional support.

Types of Test Scores

There are three types of test scores: raw scores, scaled scores, and percentile ranks. Raw scores are the number of correct answers. Scaled scores are converted from raw scores to a standard scale. Percentile ranks show the percentage of students who scored below a particular score.

March 11, 2013

WIDA

WIDA FOCUS ON Language Growth

In This Issue

Introduction

The WIDA Focus on Language Growth report provides information about the WIDA Focus on Language Growth test, which is used to measure the language growth of students who are limited English proficient (LEP). The report includes information about the test's purpose, content, and results.

WIDA Resources for Language Growth

There are several resources available for students and teachers who are interested in language growth. These include the WIDA Focus on Language Growth report, the WIDA Focus on Language Growth test, and the WIDA Focus on Language Growth website.

Types of Test Scores

There are three types of test scores: raw scores, scaled scores, and percentile ranks. Raw scores are the number of correct answers. Scaled scores are converted from raw scores to a standard scale. Percentile ranks show the percentage of students who scored below a particular score.

June 13, 2013

WIDA

Focus Bulletin June 2013 <http://www.wida.us/resources/>

15

ACCESS for ELLs Growth Reports

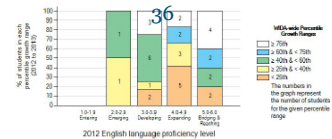
ACCESS for ELLs® Growth Report

USER GUIDE

Spring 2013

WIDA

Growth from 6th to 7th grade Total Number of Students:



Sanchez-Lopez, C. 2014

page4

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March 12 2014

WIDA Writing Rubrics PreK

Writing Rubric of the WIDA™ Consortium Grades PreK-5			
Level	Linguistic Competency	Vocabulary Usage	Language Control
1 Emerging Literacy	<ul style="list-style-type: none"> The candidate at least one clear, independent production (e.g., drawing, writing, or drawing and writing) in English. 	<ul style="list-style-type: none"> At least one "word" (e.g., letter, symbol, or high-frequency word) is present in the production. "Word" may be recognizable and/or recognizable in beginning, middle and ending words in larger words. Letter sounds within words may be used to form words. 	<ul style="list-style-type: none"> Intentional spelling and lack of phonetic transcription are not required. Observable influence of sound/letter correspondence may be present.
2 Emerging Literacy	<ul style="list-style-type: none"> The candidate at least one clear, independent production (e.g., drawing, writing, or drawing and writing) in English. 	<ul style="list-style-type: none"> At least one "word" (e.g., letter, symbol, or high-frequency word) is present in the production. "Word" may be recognizable and/or recognizable in beginning, middle and ending words in larger words. Letter sounds within words may be used to form words. 	<ul style="list-style-type: none"> Intentional spelling and lack of phonetic transcription are not required. Observable influence of sound/letter correspondence may be present.
3 Developing Literacy	<ul style="list-style-type: none"> The candidate at least one clear, independent production (e.g., drawing, writing, or drawing and writing) in English. 	<ul style="list-style-type: none"> At least one "word" (e.g., letter, symbol, or high-frequency word) is present in the production. "Word" may be recognizable and/or recognizable in beginning, middle and ending words in larger words. Letter sounds within words may be used to form words. 	<ul style="list-style-type: none"> Intentional spelling and lack of phonetic transcription are not required. Observable influence of sound/letter correspondence may be present.
4 Proficient Literacy	<ul style="list-style-type: none"> The candidate at least one clear, independent production (e.g., drawing, writing, or drawing and writing) in English. 	<ul style="list-style-type: none"> At least one "word" (e.g., letter, symbol, or high-frequency word) is present in the production. "Word" may be recognizable and/or recognizable in beginning, middle and ending words in larger words. Letter sounds within words may be used to form words. 	<ul style="list-style-type: none"> Intentional spelling and lack of phonetic transcription are not required. Observable influence of sound/letter correspondence may be present.

WIDA Writing Rubrics – Grades 1-12

Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	Linguistic Competency	Vocabulary Usage	Language Control
1 Emerging	<ul style="list-style-type: none"> A variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning.
2 Developing	<ul style="list-style-type: none"> A variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning.
3 Proficient	<ul style="list-style-type: none"> A variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> Use of a variety of sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning.

*Level 4 is reserved for students whose written English is comparable to that of their English-proficient peers.
Adapted from: ACCESS for ELL® Planning Rubric and Test Administration Manual, Series 100 (2007-08)

18

WIDA Speaking Rubric

Speaking Rubric of the WIDA™ Consortium*			
Task Level	Linguistic Competency	Vocabulary Usage	Language Control
1 Emerging	<ul style="list-style-type: none"> Single words are present in the production. 	<ul style="list-style-type: none"> Single words are present in the production. 	<ul style="list-style-type: none"> Single words are present in the production.
2 Beginning	<ul style="list-style-type: none"> Phrases, short oral sentences. 	<ul style="list-style-type: none"> Phrases, short oral sentences. 	<ul style="list-style-type: none"> Phrases, short oral sentences.
3 Developing	<ul style="list-style-type: none"> Simple and expanded oral sentences. 	<ul style="list-style-type: none"> Simple and expanded oral sentences. 	<ul style="list-style-type: none"> Simple and expanded oral sentences.
4 Proficient	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning.
5 Bridging	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning. 	<ul style="list-style-type: none"> A variety of oral sentence types (e.g., simple, compound, complex, and compound-complex) is used to convey meaning.

*English proficiency level 5 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.
Adapted from: ACCESS for ELL® Planning Rubric and Test Administration Manual, Series 100 (2007-08)

19

Rtl² Planning Form



- Protocol for Gathering Data
- Guiding Questions
- Goal-Setting Forms

20

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Protocol for Gathering Data

- Identifies the culturally and linguistically responsive data schools are already collecting
- Highlights areas in which data are not currently being collected
- Provides a more holistic approach to data-based decision making
- Used at the district-level, school-level, small group-level, and individual student-level

21

Guiding Questions

- Questions to consider when examining the cultural and linguistic responsiveness of a system's RtI² practices
- Serves as a needs assessment – identify areas in which schools or districts can improve their current practices
- Can be used at the state, district, school, and solution-seeking team levels



22

Reflection

Read through the *Guiding Questions* and begin to identify:

- 1) District's/school's strengths with regard ELL program
- 2) Areas in which your district/school could improve its culturally and linguistically responsive practices

23

Goal-Setting

- Promotes systems-level change
- Assists educators in:
 - Identifying strengths of their current systems
 - Prioritizing areas in need of improvement
 - Setting goals to meet student and staff needs
 - Creating a plan to accomplish goals
 - Evaluating goal attainment

24

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Goal-Setting for Solution-Seeking Teams

Goal #	Identify existing resources that can be used to support goal attainment	List the action steps to accomplish the goal (Who? What? Timeline?)	Evaluate goal attainment (How will you know if the goal is achieved?)
Goal #	Human:		
	Physical:		
	Material:		
Goal #	Human:		
	Physical:		
	Material:		

13 WIDA 25

Goal: _____

Identify existing resources that can be used to support goal achievement

- Human:
- Physical:
- Material:

Create action steps to accomplish the goal

Action Steps	Who is involved?	Timeline?	How will we evaluate goal attainment?	Was the action step accomplished? Y/N
1)				
2)				
3)				
4)				
5)				

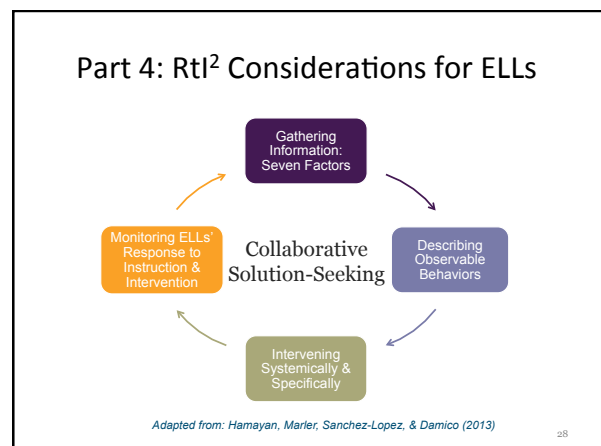
Evaluate goal attainment

- What concrete criteria will be used to determine whether the goal is attained?
- Was the goal met?
 - Yes
 - No (What worked and what didn't work with the plan?)
- What should we do next?
 - Revise the action steps
 - Continue with the current plan
 - Pick a new focus

14 WIDA 26

Goal Setting Example

Goal #	Identify existing resources that can be used to support goal attainment	List the action steps to accomplish goal (Who? What? Timeline?)	Evaluate goal attainment (How will you know if the goal is achieved?)
Goal #1 Create an ELL school committee	Human: <ul style="list-style-type: none"> Grade-level team reps Reading specialist ESL/Bilingual teachers Student services personnel Administrator Physical: <ul style="list-style-type: none"> Conference room Meeting time Online discussion forum Material: <ul style="list-style-type: none"> Books/research articles on ELL research ACCESS score reports School database 	Step 1: <ul style="list-style-type: none"> Administrator posts sign-up sheet at April staff meeting and asks interested staff to join committee Step 2: <ul style="list-style-type: none"> Invite interested staff to initial meeting on April 26th to develop a schedule for meeting times throughout the year and a plan for achieving committee goals 	The goal will be achieved when: <ul style="list-style-type: none"> A committee is formed (composed of staff from a variety of disciplines) An initial meeting is scheduled A plan is developed An online forum is created to post research articles and other readings



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March 12 2014

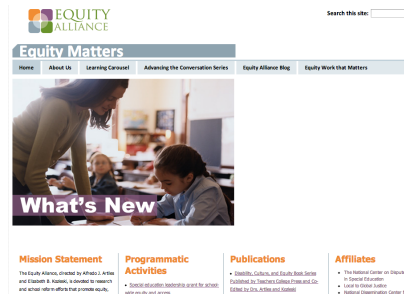
Part 5: ELLs with Special Education Needs

“A culturally and linguistically responsive RtI model has tremendous potential to ... more appropriately differentiate between culturally and linguistically diverse learners who do and do not have true disabilities.”

– Klingner, Sorrels, & Barrera (2007)

- Special education determination is beyond the scope of the WIDA RtI² document
- Please refer to your state laws and guidance related to special education determination

29



<http://www.equityallianceatlasu.org/>

32

Questions?



33

Thank You!

- Cristina Sanchez-Lopez
Illinois Resource Center
clopez@cntrmail.org

34

Sanchez-Lopez, C. 2014

page8